



# The JF Way

#nothingshortofremarkable

**We are AMBITIOUS. We are COMMITTED. We are PROUD.**

## Year 11 Curriculum Summary: Term 1

Topic / Knowledge	Skills
<b>Art and Design</b>	
NEA - Portfolio - Part A Sustained Unit Completion of Portfolio element (60%)	Students are working independently on their sustained unit in response to the topic of Fragments Pupils will further develop ideas from year 10 and explore and refine skills from painting and drawing, sculpture and print to conclude their portfolio.
<b>Business</b>	
<b>Chapter 3 – Business Operations</b> Production processes Procurement Quality Customer service <b>Chapter 5 – Marketing</b> Understanding customers Segmentation	Continuing to embed the use of technical business language. Continuing to apply theory to real life scenarios using case studies Promoting problem solving skills through analysis and evaluation. Developing depth in extended writing.
<b>Computer Science</b>	
Algorithms – Paper 2	<ul style="list-style-type: none"> <li>Algorithmic Thinking Understanding and applying searching algorithms</li> <li>Understanding and applying sorting algorithms</li> <li>Developing algorithms using flowcharts</li> <li>Developing algorithms using pseudocode</li> <li>interpreting and completing algorithms</li> </ul>
Networks – Paper 1	<ul style="list-style-type: none"> <li>Wide area network management Local area network management</li> <li>Topologies</li> <li>Wireless Networking</li> <li>Encryption</li> </ul>
Security and Systems Software – Paper 1	<ul style="list-style-type: none"> <li>Understanding Network Threats Identifying Vulnerabilities</li> <li>Understanding the role of operating systems</li> <li>Understanding and using utility software</li> </ul>



# The JF Way

#nothingshortofremarkable

We are **AMBITIOUS**. We are **COMMITTED**. We are **PROUD**.

## Year 11 Curriculum Summary: Term 1

Design and Technology	
<b>FOOD PREPARATION &amp; NUTRITION:</b> This term we will be continuing with Non-Exam Assessment 2, the food preparation task. Students should have now completed their research, research summary, design ideas and cooked at least one of their product ideas. All practical work this term will count towards their NEA 2 practical assessment, which forms 35% of their final GCSE grade. Once students have cooked 4 dishes, they will then need to evaluate their work, decide how to improve their dishes (either nutritionally, creatively or both), consider how additional skills can be incorporated into their practical work and plan to make 3 dishes in 3 hours.	Developing dishes to meet specific user requirements, accurate planning and budgeting.
<b>GRAPHIC DESIGN</b> NEA Coursework - students are working to create a portfolio of work based on 1 of 3 contextual challenges.	Design development, initial prototype modelling to test ideas against customer needs
<b>RESISTANT MATERIALS</b> Completing prototype modelling; producing final design drawings and high-quality product; ensuring portfolio work is completed in accordance with AQA mark scheme.	Design development, initial prototype modelling to test ideas against customer needs
Drama	
<b>Component 1</b> <ul style="list-style-type: none"><li>Devising from a Stimulus</li></ul>	<ul style="list-style-type: none"><li>Devising from a Stimulus<ul style="list-style-type: none"><li>Characterisation</li><li>Vocal skills</li><li>Theatrical skills</li><li>Technical skills</li><li>Knowledge and application of practitioner styles</li></ul></li><li>Devised, examined performance.</li><li>Analysis and evaluative skills in the written logbooks (Formal GCSE assessment)</li><li>Formal GCSE examination - Evaluation of process and final performance</li></ul>



# The JF Way

#nothingshortofremarkable

We are **AMBITIOUS**. We are **COMMITTED**. We are **PROUD**.

## Year 11 Curriculum Summary: Term 1

English Literature and Language	
<b>Jekyll and Hyde:</b> In our study of J&H we prepare for an extract-to-whole essay. Other than the exam board-selected extract, students must tackle this as a closed-book exam, so our preparation includes dealing with short extracts and cross-referencing with other points in the text, as well as developing more generalised analytical skills. Further to this, we enable students to develop a strong understanding of the contextual factors affecting the writing and production of the text, i.e. the Victorian period and attitudes towards Darwin's Theory of Evolution, etc.	<b>Skills</b> <ul style="list-style-type: none"> <li>• Essay writing and planning</li> <li>• Creating an effective argument</li> <li>• Using quotations effectively as evidence</li> <li>• Referencing</li> <li>• Memorising quotations</li> <li>• Applying literary terminology</li> <li>• Embedding historical context</li> <li>• Spelling, punctuation and grammar</li> </ul>
French	
<b>Module 7 Mon petit monde à moi</b> Understanding adverts Describing your town or village Asking for and understanding directions Talking about shopping for clothes Describing your ideal home Talking about visiting another town or city	Demonstrative adjectives ( <i>ce, cet, cette, ces</i> ), adjectives (colour) after the noun, indefinite adjectives ( <i>chaque, tous, tout(e)(s)</i> ), 'in' (a country, a region, a town – <i>en France, à Londres, dans le sud-est</i> ), <i>vous</i> -form imperatives, prepositions <i>à</i> and <i>de</i> : <i>À: au, à la, à l', aux</i> <i>De: du, de la, de l', des</i> Negatives ( <i>ne ... pas / jamais / rien / personne</i> ), <i>de</i> to indicate possession, using adjectives, Position of adjectives, including adjectives that go in front of the noun ( <i>grand, petit, joli, beau, vieux</i> ) Adjectives with different meanings before and after noun ( <i>ancien, propre, cher</i> ), <i>Si</i> followed by imperfect + <i>je voudrais</i> to express dreams and wishes (e.g. <i>si j'étais riche, je voudrais ...</i> ), Questions in different forms and in different tenses ( <i>est-ce que</i> , inversion, question words with <i>est-ce que</i> or inversion (e.g. <i>Avec qui</i> , spotting tenses from verb endings/parts (present, near future, <i>je voudrais</i> , perfect)
Geography	
Theme 1: Changing Places and Changing Economies An investigation into Global Cities. Theme 3: Environmental Challenges follows with pupils exploring ecosystems and their management.	Embedded within each topic are key assessment objectives that includes AO1 Knowledge, AO2 Understanding, AO3 Evaluation and Analysis and AO4 – Skills. The fieldwork enquiry is completed with pupils completing the second of their two investigations into a geographical place and issue.



# The JF Way

#nothingshortofremarkable

**We are AMBITIOUS. We are COMMITTED. We are PROUD.**

## Year 11 Curriculum Summary: Term 1

German	
<b>Unsere Welt</b> Social projects and activism in German-speaking countries Issues facing young people today How environmental issues are being addressed Personal responsibilities and actions International responsibilities and actions Expressing and justifying complex opinions and points of view	Prepositions followed by genitive, use of genitive to show possession, gender neutral plurals / nouns, adjectives and their superlative forms to create nouns, verbs followed by prepositions + article in corresponding case, adding <i>wo(r)</i> ... and <i>da(r)</i> ... to prepositions, revising compound nouns, determining the gender of a compound noun, revising modal verbs and word order in questions with modal verbs, the conditional form of modal verbs, using <i>man</i> to avoid the passive
Health and Social Care	
<b>Component 2A content coverage</b> The different health and social care services and how they meet service user needs. Types of barriers and how they can be overcome by the service providers or users.  <b>Component 2B content coverage</b> Understanding the core care values which underpin the Health and Social Care sector and how they can be demonstrated in practice.  Completing the PSA for C2A & B.	
History	
<b>Paper 2 British Depth study and historic environment (The Globe Theatre 2026)</b>  <u><b>Elizabethan England c1568 – 1603</b></u> <b>Students will study the major events of Elizabeth's reign, including political, economic, religious, social and cultural developments.</b> <b>Court and Parliament</b> – Elizabeth's use of her court, parliament and the Privy Council with a focus on the difficulties of being a female ruler. <b>Life in Elizabethan times</b> – Rich and poor, exploration and entertainment. The extent to which it is a Golden Age. A case study of the Globe theatre. <b>Troubles at home and abroad</b> – Catholic plots, Spanish Armada.	Embedded within each topic are key assessment objectives. Students are taught to evaluate how convincing an interpretation is, considering how far it matches their contextual knowledge. They will be shown step by step how to write an account and make a judgement on the importance of an event. Finally, they will study an array of sources and interpretations about aspects of the Elizabethan period ranging from Catholic Plots to Francis Drake and exploration. They will learn how to weigh up a two-sided argument about the significance of the Globe theatre in learning about Elizabethan England.



# The JF Way

#nothingshortofremarkable

We are **AMBITIOUS**. We are **COMMITTED**. We are **PROUD**.

## Year 11 Curriculum Summary: Term 1

Mathematics	
<p>Students in year 11 continue to study a range of topics from each of the core Mathematical strands at GCSE: Number, Algebra, Geometry, Ratio and Proportion and Statistics.</p> <p>Students will be presented with a full suite of GCSE assessment materials to develop confidence with the wide breadth of topics within GCSE Mathematics. Teachers will equip students with a variety of techniques to develop their approach to answering increasingly complex mathematical problems using the skills and knowledge developed in previous years of study at the school.</p> <p>In Term 1 we provide students with the opportunity to revisit and master topics and advance their understanding of key concepts introduced in previous years in Algebra and Geometry.</p> <p>A baseline assessment will collate and highlight areas of strength whilst suggesting and directing students to topics they need to develop through independent study. Students should aim to develop complete familiarity and confidence with GCSE questions, with a heavy focus on multi-step problem-solving elements of the course in order to fully prepare for their mock examination in the second half term.</p> <p>Both Tiers of entry will begin revision programmes to be conducted fortnightly once the initial baseline assessment has been conducted using AQA assessment materials.</p>	<p><b>Higher Tier</b></p> <ul style="list-style-type: none"><li>Construct and interpret equations that describe direct and indirect proportion.</li><li>Functions: Work with functions and understand associated notation. Construct and work with inverse functions. Apply relevant notation and work with composite functions.</li><li>Trigonometry and Pythagoras: Recap Pythagoras and Basic Trigonometry Ratios. Apply Pythagoras and Trigonometry in 3D figures.</li><li>Learn the exact values of certain trigonometric ratios.</li><li>Advance Trigonometry: Apply the SINE rule and COSINE rule when finding missing angles or missing lengths in non-right-angled triangles.</li><li>Know and apply the formula to find the area of a triangle using trigonometry.</li></ul> <p><b>Foundation Tier</b></p> <ul style="list-style-type: none"><li>Volume: Use scale factors, apply formulae to calculate the volume and surface area of prisms, spheres and pyramids.</li><li>Algebraic manipulation: Simplify and manipulate algebraic expressions by expanding double brackets, factorising quadratic expressions and simplifying expressions involving sums, products and powers including indices.</li><li>Rearrange formulae to change the subject.</li><li>Describe and perform each of the four transformations of reflection, rotation, translation and enlargement.</li></ul>
Music	
<p>Focus on completion of composition 1 NEA</p> <p>Revision of listening topics</p> <p>Recording of performance NEA</p>	<p>Composing</p> <p>Listening</p> <p>Ensemble</p> <p>Performance</p>



# The JF Way

#nothingshortofremarkable

**We are AMBITIOUS. We are COMMITTED. We are PROUD.**

## Year 11 Curriculum Summary: Term 1

Physical Education	
<b>CORE PE</b> Ultimate Frisbee Tchoukball Handball Football Basketball	<b>CORE PE</b> Promoting healthy lifestyles and games. The focus in KS4 PE is ensuring all pupils are exposed to a variety of sports and enjoy recreational participation in physical activity.
<b>GCSE PE</b> Sports Psychology <ul style="list-style-type: none"> <li>- Classification of skills and goal setting</li> <li>- Skill Acquisition</li> <li>- Mental Preparation</li> </ul> Health, Fitness and Wellbeing <ul style="list-style-type: none"> <li>- Health and the body</li> <li>- Energy use and diet</li> </ul>	<b>GCSE PE</b> Pupils will continue to make connections between practical performance and theory content to improve overall performance on the course.  Students should develop knowledge and understanding of the different types of skill and the methods we use to acquire them. They will also explore the effects of mental preparation on sporting performance, including the effects of arousal and the different methods to control arousal.  Students will also develop an understanding of the importance of exercise for health, fitness and wellbeing. Exploring a range of topics which include; Reasons for participating in sport, obesity and the results of a sedentary lifestyle.
<b>BTEC Tech Award in Sport</b> Component 2 – Taking part and improving performance.	<b>BTEC Tech Award in Sport</b> In this component learners will be participating in a range of sports and assessed in one of these. They will also learn how to design and deliver a session plan, aiming to improve a particular skill from their chosen sport.  Develop an understanding of the components of fitness and how these can be applied to their chosen sport.  Explore the roles and responsibilities of officials within their chosen sport.



# The JF Way

#nothingshortofremarkable

We are **AMBITIOUS**. We are **COMMITTED**. We are **PROUD**.

## Year 11 Curriculum Summary: Term 1

Science	
<b>Combined Science</b> Rates of reaction Organic chemistry Magnetism Inheritance Chemistry of the atmosphere Variation and evolution  <b>Biology</b> Hormonal system Inheritance  <b>Chemistry</b> Rates and reversible reactions Chemical analysis Using resources Chemistry of the atmosphere  <b>Physics</b> Magnetism Space	Further developing scientific skills including; developing a method to record accurate results, measuring accurately, graph plotting, drawing conclusions and evaluating methods  Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments.  Develop the ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.
Personal Development	
<b>Health and Wellbeing</b> Organ and blood donation Teen pregnancy choices and parenthood Abortion Testicular and prostate cancer Breast cancer	Students will gain skills in how to write a CV and Personal statement. This will enable them to apply for post-16 options. They will be able to discuss health choices that they have and the choices that they can make when they are older. They will be able to identify possible signs of different illnesses to protect themselves.
Careers	
<b>Careers</b> Post-16, A Level Choices, Apprenticeships Personal statements, CVs and cover letters	Students will prepare for their careers guidance meetings which will be held throughout the year. They will also look at the different options available to them post 16 and their possible destinations.